ACADEMIC JOURNAL

Academic Journal of Digital Economics and Stability
Volume 18, 2022

ISSN 2697-2212 Online: https://academicjournal.io

The Importance of Technologies for the Development of Student Creative Thinking in Teaching Economics

Jiyanov Laziz Najimovich [1]

Abstract

The article describes the importance of technologies for the development of student creative thinking in teaching economics. This article shows how to create technologies to develop students' creative thinking through the creation and use of mass online open courses in the teaching of economics, as well as ways to improve the quality of education by implementing these technologies.

Keywords: *creative thinking, teaching economics, online open courses, implementing new methods and technologies.*

[1] lecturer, Department of Economics, Bukhara State University, Republic of Uzbekistan

Introduction

In the context of modern globalization, people have strived for quality education, and today it is becoming a requirement of the time for people to master not one, but several sciences and fields. In the context of globalization, in which today's fields and sciences are closely intertwined, there is a growing need to occupy several fields, to develop people's creative thinking. Ensuring the quality of education has become a major issue in education worldwide. This, in turn, has created the need to update the content of continuing education, innovative forms and methods of teaching, the widespread introduction of modern information and communication technologies, which serve to form the professional competence of specialists. On this basis, today a number of measures are being taken to improve the quality of education, to ensure the coherence and continuity of the stages of education.

Radical changes in the country, modernization of the educational process, development of professional competence of teachers to improve the quality of the system of training teachers, equipping them with modern professional knowledge, skills and abilities in the field, independent use of scientific and technical innovations, creative and promising tasks Developing skills is an important task. The importance of developing students' creative thinking in the teaching of economics through the use of modern pedagogical technologies is growing.

Literature review

Abankina T.V., Vavilov A.I., Livshin A. from Russian economists on technologies of development of creative thinking of students in teaching of economic sciences. Eremin V.L., Lisachkina V.N., Rumyantseva Z.P., Molchanova O.P., Pogudaeva M.Yu., Smirnov E. B., Churbanov A. E., Lavrov A.M., Utkin E.A., Haykin V.L. and others ’research can be highlighted.

The problems of developing new pedagogical technologies in the reform of the education system in Uzbekistan have been studied in a number of works by M.Sharifkhodjaev, Sh.Zaynutdinov, S.S. Gulomov, A.B.Nizomov, Sh.N.Ruzinazarov, K.O.Sindarov such as in the works of scholars.

In recent years, a number of PhD and doctoral dissertations have been defended as a result of research conducted by young economists in this field.

However, it is in Uzbekistan that there are still unresolved issues in the reform of the education system in terms of developing students' creative thinking in the teaching of economics.

Main part

The rapid development of the education system around the world makes the development of creative thinking of students studying in economics, based on certain modern requirements, one of the most important tasks in the field of education.

The nature of innovation processes in higher education is determined by the characteristics of the innovations introduced, the professional capabilities of teachers, the characteristics of the innovative activities of innovators and participants. One of the most important issues in innovation is the personality of the teacher.

The rapidly changing realities of the modern world pose the following unprecedented global challenges to the higher education system and the classical university at its core.

The first challenge (the first problem) is the constant innovation that enables the production of

high-tech products that are in high demand in the market, enhances their quality and gives priority to abstract fundamental knowledge ("everywhere and always") of a situation-oriented situation ("here and now"). an innovative type of social development aimed at introducing The main aspect of constant innovative changes is the danger of social development - the constant production of environmental, technological, economic, socio-political, institutional risks by society.

The second challenge is economocentrism as the basis of social relations. This activity focuses on the general commodity-monetary nature of the exchange of products, the payment for all goods and services, the commodification of intangible products. The modern form of its expression is the ‘knowledge economy’, in which knowledge becomes a key factor. Knowledge is beginning to play a crucial role in creating competitive advantages and shaping economic value.

The university is engaged in economocentric trends and is transforming from a classical social institution into an economic entity producing scientific and educational services. Markers of these changes are the commercial nature of training, the use of economic indicators. Such a change is unusual and painful for a classical university that has traditionally assessed the effectiveness of its activities in the categories of selfless service to society.

The third challenge is the denationalization of social institutions. The peculiarity of a market-based democratic society is that this process significantly changes the place and role of the state in the higher education system, prompting the state to reconsider the nature of its relationship with the university. The longer it lasts, the more ineffective the state's total management and the centralized support of higher education institutions become. Today, the denationalization of higher education is an important direction (leading trend). Prospects for public participation in the activities of higher education institutions are currently related to public-private partnership, the creation of conditions for the inflow of private money into higher education, the expansion of market institutions.

The fourth challenge - informing society and virtualizing mass communications - means that as a strong social direction, many social communications move from the real, material-perceptual field to the virtual, intangible realm.

Virtualization shifts social interaction to an interactive network mode, expanding the quantitative composition of participants and freeing them from regional integration. The process of virtualization is in many ways experiencing cognitive relationships in education. Extensive use of modern ICT at the University, Internet capabilities provide unprecedented speed to the sources of knowledge, their translation and processing.

Its proponents support the idea of creating a global virtual university - Global University website, which they believe will be able to almost completely replace traditional universities in the future.

The fifth challenge is consumerism as the dominant type of modern social order. The socialization, subjectivization, and identification (identification) of the masses leads to their realization not through creativity but through individual consumption.

Consumption of education reduces the completeness of the relationship between the university and students in the “producer-consumer” customer format of services.

This attitude towards consumers is in sharp contrast to the values of the academy, which have

been constantly nurtured and developed by the classical university.

The sixth challenge is the globalization of social development, including education, its adaptation to the interests of the national market economy and the integration of a single world education system based on global standards. Education of all groups of the population, without exception, will become a key tool for increasing social wealth and is aimed at training a narrow range of professional performers who meet the requirements of the world economy.

Conclusion

To date, the wide application of best practices in the process of ensuring the quality of higher education in the higher education system of the country, including the introduction of public online open courses, is a very relevant and effective measure.

Conclusions the training, educational content of public open online courses, their content, dynamics, the authors' activities on them are organized on the selected issues organized by Coursera online education providers, analyzed the capabilities of this provider and teaching methods.

The content of public open online courses consists of educational video lectures, assignments, interactive forums and control elements, as well as continuous self-improvement of teachers, including the organization of their short-term training in foreign universities, the organization of independent study of students. a proposal was developed to introduce several mechanisms for the use of public online open courses in the solution.

After studying the best teaching experience of foreign higher education institutions with high ratings, proposals were made on ways to ensure the quality of higher education using public online open courses.

References

1. Curt Bonk. Twenty Thoughts on the Types, Targets, and Intents of MOOCs. http://travel_inedman.blogspot.ru/2012/06/.
2. Donald Clark. Plan B: MOOCs: taxonomy of 8types of MOOC, 2013, http://donaldclarkplanb.blogspot.co.uk/2013/04/.
3. E-learning MOOCs 'can have separate goals / http://www.virtual-college.co.uk/news/.
4. Khurramov, O. K. (2016). Concept of teaching, actions and technology. In *Современные тенденции развития аграрного комплекса* (pp. 1728-1732).
5. Rakhimovich, T. J. (2020). The effective use of state-private partnership in improving the quality of educational services. *Вестник науки и образования*, (6-2 (84)).
6. Tokhirov, J. R. (2016). Concept of teaching technologies and techniques. In *Современные тенденции развития аграрного комплекса* (pp. 1743-1747).
7. Tokhirov, J. R. The role of state-private partnerships in improving the quality of educational services. the case of Uzbekistan. *Journal of Management Value & Ethics (Aquarterly Publication of GMA)*, (04), 59-64.
8. Tony Bates. A review of MOOCs and their assessment tools. http://www.tonybates.ca/tag/assessment/.

ISSN 2697-2212 (online), Published under Volume 18 in Jun-2022

9. Аралбаева, Г. Г., Волкова, Е. Н., Доскач, К. Н., Дулов, М. И., Дунамалян, Р. А., Кокшарова, Е. А., ... & Цаклиотис, Г. (2020). Инновационное развитие: потенциал науки и современного образования.
10. Тохиров, Ж. (2020). Олий таълимда хизматларнинг мазмун-моҳияти ва сифатини ошириш йўллари. *центр научных публикаций (buxdu. uz)*, *2*(2).
11. Хуррамов, О. К. (2016). Основные методы активного обучения и воспитания. In *Научно-практическое обеспечение интеграции современной обучающей среды: проблемы и перспективы* (pp. 393-402).
12. http://www.ziyonet.uz
13. https://www.moodle.edu.uz
14. https://www.mooc.edu.uz
15. http://www.mooc-list.com